

Effective Instructional Strategies

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Today's Objectives

- Learn effective instructional strategies for increasing student engagement
- Discover why metacognition is important in developing strong readers and learners.
- Learn how to effectively use cooperative learning, consistent signaling, choral responses, and other engagement techniques to ensure that learning is meaningful.
- Understand how explicit instruction through modeling, guided practice, and feedback keeps students engaged resulting in increased student achievement.



Identify who your shoulder
partner will be for today.

Identify who will be partner 1 and
who will be partner 2.

Anticipatory Set

Activity: Accessing Background Knowledge

- 1) List three effective teaching strategies you use with students to keep them active and engaged.
- 2) Provide a concrete example of how you apply one strategy in each area.



Activity: Accessing Background Knowledge

- 1) Purposeful Partnering for Fluency Practice
-I partner students who are reading at the same independent reading level for daily fluency practice.
- 2) Choral Reading
-I am providing all students the opportunity to read the text. I monitor closely to make sure all kids are reading.
- 30 Working in Small Groups
-Give students time to work through a problem together after I have provided examples before I expect them to do it on there own. (I Do, We Do, You Do)



Establish Expectations

Give me 5!

1. Eyes Watching
2. Lips Closed
3. Ears Listening
4. Sit Up
5. Hands and Feet are Still



★ Give Me Five!

1. Eyes on
Speaker



2. Lips
Closed

3. Ears
Listening

4. Sit up
Straight

5. Hands and
Feet Quiet



Good Listening Rules

SLANT Video

Dr. Anita Archer



Establish Expectations

(Ed Ellis, U of Alabama)

S = Sit Up

L = Listen (teacher/peers)

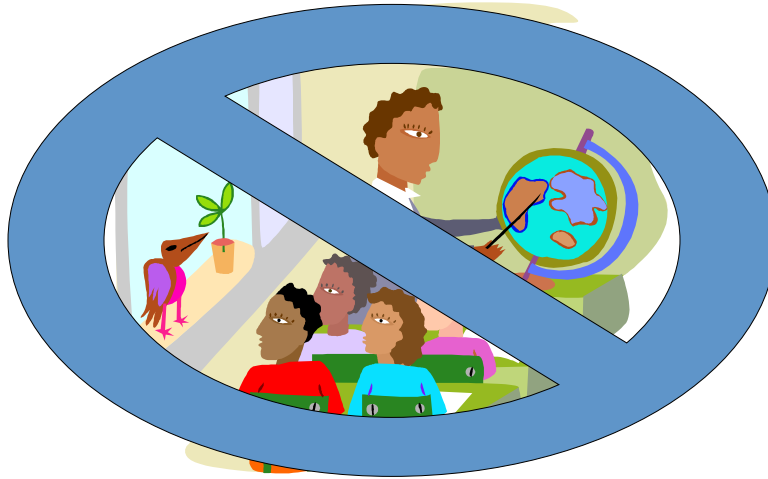
A = Ask/Answer

N = Nod and Note

T = Track the teacher/speaker



Student Engagement



I Do

We Do

You Do

Best Practices
for Instruction

I Do, We Do, You Do

- Anticipatory Set
- Direct Explanation ~ *I Do*
- Modeling ~ *I Do*
- Guided Practice ~ *We Do*
- Provide Feedback ~ *We Do*
- Application ~ *You Do*



EVERYTHING I do in my
classroom is **intentional!**

I have purposefully thought about each activity
and have a desired outcome.



Video

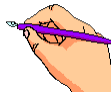
Incidental

Intentional



Building Knowledge

Writing



Listening



Speaking



Measurable and increases
miles on the tongue!

What is Metacognition?

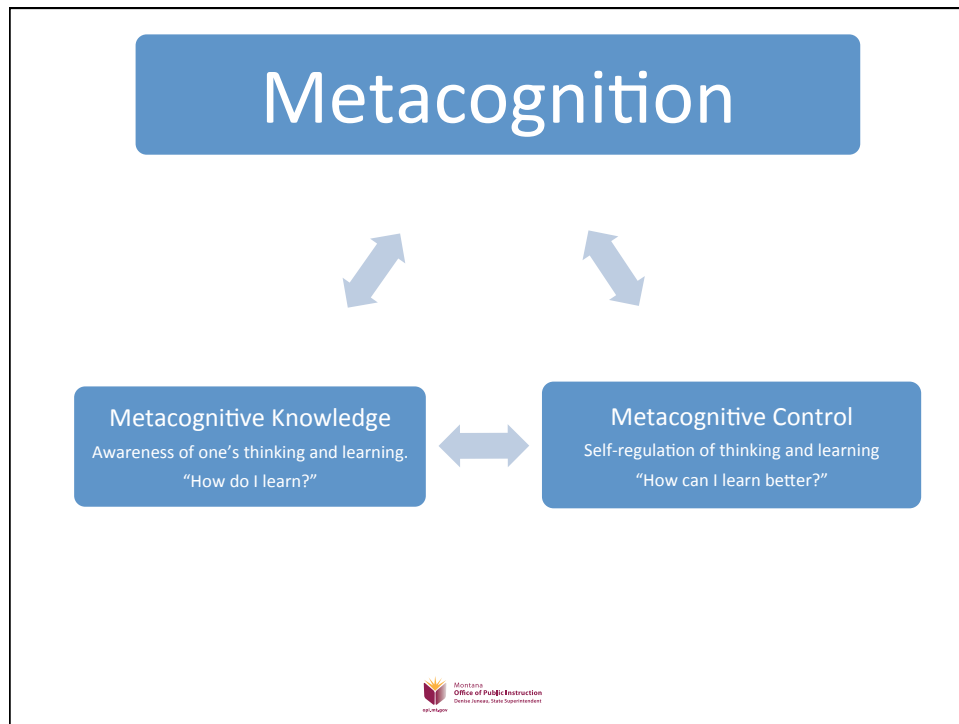
Why is it important?



Metacognition

- Thinking about Thinking
- “The knowledge and control we have of our own cognitive (thought) processes.” Baker 2002
- Two Key Aspects
 - Metacognitive Knowledge (How do I learn?)
 - Metacognitive Control (How can I learn better?)





Monitoring Comprehension

Involves being actively aware of whether one is understanding the text and dealing with problems as they arise.

Good readers know when they are confused.
(Baker and Brown 1984).

Teaching Strategies

We need to teach strategies....

- How to think about what you are reading or learning
- What to do when a you “get stuck”
- What to do when you don’t understand what you are reading



Comprehension Strategies

Teaching Reading Sourcebook Page 614

- Monitor Comprehension
- Connect to their World
- Predict
- Recognize Text Structure
- Ask Questions
- Answer Questions
- Construct Mental Images
- Summarize

Good Readers.....



Cooperative Learning



Purposeful Partnering

Teacher Assigns Partners Based on:

- Level of Literacy
- Proficiency of English
- Overall “niceness”
- Specific ranking based on purpose of task

Roles

- “A” and “B” or “1” and “2”
- “Sponge Bob” and “Patrick”



Pre-taught and Rehearsed Text

1
2
3
4
5
6

Partner high/middle students with middle students.

7
8
9
10
11
12

Partner middle/low students with low students.

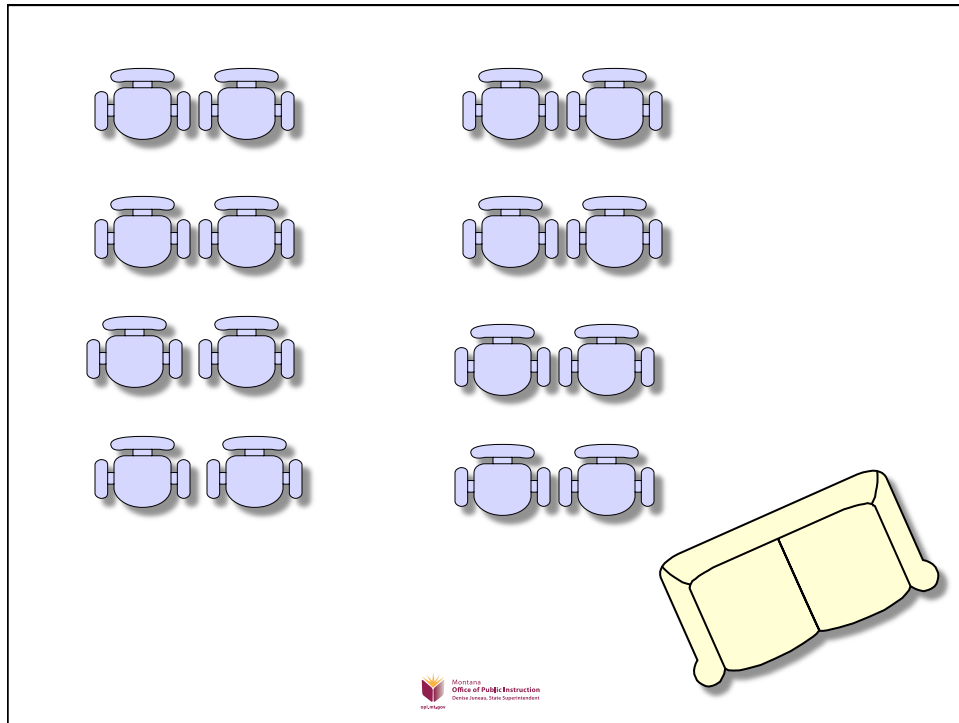
Purposeful Partnering

Independent Level Text

1
2
3
4
5
6
7
8
9
10
11
12

Partner students who are at a similar independent reading level.

Purposeful Partnering



Purposeful Partnering

- Designate who speaks first “1” or “2”
 - Assign the more proficient student as partner “1”,
 - For modeling/practicing they go first serving as the model for the student who needs more support
 - For brainstorming or open ended Q they go 2nd
- Regularly Practice Accountable Listening
 - “my partner _____ shared w/ me that _____”
- Explain WHY?
 - “I predict _____ because _____.”
- Change at least every 4-6 weeks

Purposeful Partnering

-Provide Scaffolding

-ie: sentence frames before open ended questions:

“The most important thing about effective instruction is _____ because _____.”

-Time

-brief at first, 90 sec. then 2 minutes



Partnering Video

Incidental

Intentional



Establishing Groups

- Establish groups of 3-6
- Model and Practice Group Behavior Expectations
 - Recorder
 - Reporter
 - Active Listening
 - Turn Taking (Dice)



After you have established groups, you
can easily assign activities/tasks
for groups to work on.



Team Ideas

- Content Areas
 - Reading, Science, Social Studies
- Sports Team
- Animal Name Team
- Dinosaur Name Team
- Video Game Team

Team Ideas

What is your purpose?

- Same Ability
- Mixed Ability

1. List 3 activities you would use purposeful grouping for.

2. Explain how you would set these groups up.

Example: Develop reading groups based on data from DIBELS overall instructional recommendations. These groups would be same ability groups because I want students reading text at their independent reading level.



Strategy Cards

- **Pink** Strategies for Engaging Readers
- **Green** Strategies for Eliciting Responses
- **Yellow** Engagement Strategies



Strategy Tips

- Create a Positive Learning Environment
- Provide Consistent Signaling (Wait and Response)
- Provide additional modeling and support when needed
- Set expectation that all students will participate
- Monitor student answers (Perfect Practice)
- Provide Purposeful Partnering



Extinguish Unwanted Behaviors

- Blurters
 - Remind them to wait for the signal
 - Have all students hide their response until you give the signal
- Avoiders and Repeaters
 - Call on individuals randomly
 - Carefully monitor each response
 - Reteach and preteach skill in small groups



Strategies for Engaging Readers

- Partner Reading
- Whisper Reading
- Choral Reading
- Cloze Reading
- “Mix it Up” Reading
- Repeated Reading
- Reading in Color
- Tracking Reading



Strategies for Engaging Readers

- Body Reading
- Paragraph Reading
- Sentence Reading
- Character Reading
- Voices Reading
- Puppet Reading
- Live Performance



Strategies for Eliciting Responses

- Written Responses
- Signals- Physical Responses
- Voices Responses
- Partner or Small Group Responses
- Paired Verbal Responses
- Choral Responses
- Portable Response Board



Engagement Strategies

- 30, 15, 5
- Paragraph Shrinking
- Tell, Add, Check
- Think, Pair, Share
- KWL+-
- Think, Pair, Pair, Share
- Think, Write, Pair, Share
- Jigsaw



Engagement Strategies

- Piece O' Pizza
- Reciprocal Teaching
- Inside Outside Circle
- Reader-Writer-Speaker-Triad
- Dinner Party
- Find Your Match
- Human Continuum



Tell, Help, Check A Review Strategy



Tell, Help, Check

- **TELL:** Have partners discuss what they have just learned.
 - Assign partner roles
- **HELP:** The partner who is listening will be “listening loudly”.
 - Asks questions and gives input
- **CHECK:**
 - Both partners check your notes or the board to make sure their thoughts are correct.



Tell, Help, Check A Review Strategy

- 1' s **TELL** 2' s two ways to make partnering purposeful and effective.
- 2' s **HELP:** listen loudly, add your ideas
- Both **CHECK** your notes or the board



Applying Tell, Help, Check

- Where could you use a review strategy like Tell, Help, Check this week in your classroom?
 - Reviewing the major causes of _____
 - Reviewing the characteristics of _____
 - Math story problems
 - Other???



Internet Resources

- <http://www.interventioncentral.org/>
 - Curriculum Based Measurement Warehouse
 - CBM Tools on the Internet
 - OKAPI!
- Longman Online Dictionary
<http://www.ldoceonline.com/>
- Kevin Feldman:
www.scoe.org/reading



Internet Resources

- Free Reading
 - Activities, resources, video clips

www.freereading.org